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ABSTRACT

The intent of this curriculum is to prepare kindergarten through sixth grade students to become skillful readers by exposing them to increasingly complex activities with print and, at the same time, to develop appreciation for and enjoyment of reading. The curriculum is sequenced to ensure a student's wide exposure to essential reading skills. The instructional objectives that are listed at each grade level include word recognition skills, comprehension skills, appreciative skills, and study skills. (RL)

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READING CURRICULUM FOR K-6

Taunton School Department
Taunton, Massachusetts

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INTRODUCTION

In order to reach his/her potential as a reader, a student must experience a wide range of reading activities. Initially carefully defined word attack or word identification skills need to be mastered so that the student can recognize unknown words. At the same time the student must become aware of the meaning that written words can convey. This carefully sequenced curriculum has been designed to insure a student's wide exposure to essential reading skills.

Note should be taken of the fact that the comprehension skills are often the same in different grades. The assumption is that as the student progresses through the grades the written material that he/she is asked to read and respond to becomes increasingly complex.

Learning to read does not involve mastering a set of facts or concepts as much as acquiring a set of skills. As the student becomes more skillful in understanding what he/she reads, the student is able to acquire knowledge by reading printed materials. The intent of this curriculum is to prepare students to become skillful readers by exposing them to increasingly complex activities with print. At the same time the emphasis of this curriculum is on the production of students who not only can read but who enjoy reading.

This curriculum was written by the Reading: Basic Skills Improvement Committee as part of their work in drafting the Taunton Basic Skills Improvement Plan.

The committee is composed of classroom teachers, reading specialists, administrators and Title I learning counselors who represent grades K-12. The initial work was done under the guidance of Mr. Armand Desrosiers, Title I Director, and completed under the direction of Dr. Kathleen Reed, Reading Coordinator.

This proposed Reading Curriculum is based on the opinions of professional educators as found in the literature of Reading Education as well as on the expertise of the professional staff of the Taunton Public Schools who are familiar with the particular reading abilities and reading needs of students in Taunton.

The Reading: Basic Skills Improvement Committee proposes that this reading curriculum is an educationally sound approach to Reading instruction.

READING: BASIC SKILLS IMPROVEMENT COMMITTEE

DR. KATHLEEN REED, CHAIRPERSON
K-12 READING COORDINATOR

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	Bruce Buttermore	
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April, 1981

Reading Readiness Skills

Kindergarten

WORD RECOGNITION SKILLS

Instructional Objective

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1. Visually discriminates same and different
   - objects
   - colors
   - pictures
   - sizes
   - shapes
   - positions
2. Visually discriminates same and different
   - letters
   - words
3. Visually discriminates capital and lower case letters
4. Demonstrates visual memory of
   - objects
   - colors
   - shapes
5. Demonstrates visual memory of letters and words
6. Understands that reading goes from left to right
7. Auditorily discriminates same and different
   - sounds
   - words
8. Is able to rhyme words

Instructional Objective (Continued)

9. Auditorily discriminates initial consonant sounds

s
b
w
m
g
h
l
d
p
t

10. Auditorily discriminates final consonant sounds

d
p
g
n
t
s
l
k

11. Demonstrates auditory memory of initial consonant sounds

s
b
w
g
r
h
l
d
p
t

12. Demonstrates auditory memory of final consonant sounds

d
p
g
n
t
s
l
k

13. Recognizes letter names in capital and lower case form

Kindergarten

Instructional Objective (Continued)

14. Can match capital and lower case letters
15. Can trace capital and lower case letters
16. Can write capital and lower case letters
17. Is able to recite the alphabet
18. Identifies initial consonant sounds

s
b
w
g
m

LISTENING COMPREHENSION

Instructional Objective

1. Demonstrates understanding of the concepts

   pair/matching pair

   word

   sentence

   key picture

   row

   alphabetical order

2. Identifies sequence of events in spoken stories
3. Uses context clues in spoken stories to gain meaning from a story
4. Uses context clues in picture stories to gain meaning
5. Classifies objects and pictures by categories
6. Identifies categories for objects and pictures
7. Understands the importance of listening

Kindergarten

STUDY SKILLS

Instructional Objective
1. Is able to follow directions to draw lines and circles
2. Is able to work from left to right
3. Is Able to recognize a book and its title
4. Is able to recognize the parts of a book
5. Is able to locate page and page numbers

APPRECIATIVE SKILLS

Instructional Objective
1. Is able to enjoy being read to
2. Is able to identify with characters in stories

First Grade

WORD RECOGNITION SKILLS

Instructional Objective

---

1. Visually discriminates same and different
   - letters
   - words
2. Visually discriminates capital and lower case letters
3. Demonstrates visual memory of
   - letters
   - words
4. Names letters in capital and lower case form
5. Auditorily discriminates same and different
   - letters
   - words
6. Is able to rhyme words
7. Identifies initial consonant sounds

s	l	j	k spelled c
b	h	k	y
w	d	n	
g	r	f	
m	t	v	
r			

8. Identifies final consonant sounds

t	l	s (z) (c)
n	s	qu (kw)
d	k	g (j)
g	x (ks)	
p		

9. Is able to identify words using knowledge of initial consonants and context clues

WORD RECOGNITION SKILLS

Instructional Objective (Continued)

10. Is able to identify rhyming words using initial consonant substitutions

-at	-o	-ame	-eg
-ox	-un	-air	-uck
-ad	-ug	-ar	
-an	-ing	-ish	
-et	-eed		

11. Is able to identify words using knowledge of double consonants

ll
ss
ck (k)
zz

12. Is able to identify rhyming words using final consonant substitution

le-	pla-
ba-	tu-
ha-	mu-
	bu-
ma-	pu-
ra-	ju-
fa-	

13. Is able to identify words using knowledge of initial consonant digraphs

sh
th
ch

14. Is able to identify words using knowledge of final consonant digraphs

ng
nk

15. Is able to identify words by using knowledge of initial consonant clusters

fr	st	fl
cr	sk	bl
cl	sl	sp
qu	wh (when)	dr
sn	gr	tr
sm	br	str
	pl	

Instructional Objective (Continued)

16. Is able to identify words by using knowledge of final consonant clusters

nd nt ld

17. Is able to identify words by using knowledge of short vowel phonograms

-at	-ed
-an	-en
-ast	-et
-ack	-ell
-in	-ot
-it	-op
-ing	-ock
-ill	
-un	
-ug	
-uck	

18. Is able to identify words by recognizing the short vowel sound in the medial position

e i u a o

19. Is able to identify words by recognizing the short vowel sound in the initial position

e i u a

20. Is able to identify words using knowledge of short vowel substitution and context clues.

i u e a o

21. Is able to identify words by using knowledge of phonograms

-ix
-other
-est
-ay

22. Is able to recognize the contraction form of words

23. Is able to understand that words can have multiple meanings

24. Is able to recognize the plural of known words

First Grade

WORD RECOGNITION SKILLS

Instructional Objective (Continued)

25. Is able to recognize and identify words using knowledge of suffixes

    s
    ed
    ing
    's (possession)

26. Is able to identify words using knowledge of compound words
27. Is able to recognize a specific list of words accurately and quickly
28. Is able to recognize synonyms and antonyms of known words
29. Is able to identify words using knowledge of root words
30. Is able to identify words by using knowledge of homophones (homonyms)

    be/bee
    to/two/too
    right/write

31. Is able to identify the antecedent of a pronoun

COMPREHENSION SKILLS

Instructional Objective

1. Understands the importance of listening
2. Uses context clues in spoken stories to gain meaning from the story
3. Identifies sequence of events in spoken stories
4. Is able to complete sentences using oral context clues
5. Is able to recall the main idea in a spoken story
6. Is able to pick out the details in a spoken story
7. Is able to differentiate cause and effect relationships in spoken stories
8. Is able to recognize the main idea that is explicitly stated in written material

Instructional Objective (Continued)

9. Is able to recognize details that are explicitly stated in written material
10. Is able to recognize the sequence of events that is explicitly stated in written material
11. Is able to recognize character traits that are explicitly stated in written material
12. Is able to use punctuation marks as clues to meaning
13. Is able to understand the use of quotations
14. Is able to compare and contrast
    - stories
    - settings
    - actions
15. Is able to classify words and phrases by
    - meaning
    - function
16. Understands how word order is related to sentence meaning
17. Understands negative sentences
18. Can relate pictures to words
19. Is able to interpret feelings and motives of characters
20. Is able to follow written directions
21. Is able to interpret the traits of characters
22. Can distinguish between realism and fantasy
23. Can distinguish between narrative and informational writing
24. Is able to infer the main idea of a story
25. Is able to infer details in a story

First Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

26. Is able to infer the sequence of events in a story
27. Understands the concept of riddles and clues in riddles
28. Is able to recognize cause and effect relationships that must be inferred
29. Is able to interpret figurative, idiomatic and picturesque language
30. Is able to make judgments based on what is read
31. Is able to anticipate the outcome of a story
32. When reading orally is able to project meaning and mood through intonation
33. When reading orally is able to adjust rate and volume to fit the mood of a story
34. When reading orally develops meaningful phrasing

APPRECIATIVE SKILLS

Instructional Objective

1. Is able to enjoy written material both orally and silently
2. Is able to identify with characters or incidents in stories that are read
3. Is able to respond to an author's use of language
4. Is able to enjoy listening to and reading poetry

STUDY SKILLS

Instructional Objective

1. Is able to use the table of contents of a book

Instructional Objective (Continued)

2. Understands the basic parts of a book
3. Understands alphabetical order
4. Is able to use a simple dictionary
5. Is able to follow written directions

Second Grade

WORD RECOGNITION SKILLS

Instructional Objective

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1. Is able to recognize words using knowledge of initial, medial and final consonants

2. Is able to identify words using knowledge of consonant sounds

   r (wrote)

   n (know, gnaw)

3. Is able to identify words using knowledge of 2 and 3 letter consonant clusters

4. Is able to identify words by recognizing the short vowel sound in the initial and medial position

5. Is able to identify words by recognizing the long vowel sounds in the initial and medial positions

   $\bar{a}$

   $\bar{e}$

   $\bar{i}$

   $\bar{o}$

   $\bar{u}$

6. Is able to identify words by recognizing the variant vowel sounds

$\bar{a}$	(game, wait, way)	$\ddot{a}$	(mark)	ir	(fear)	ou	(shout, brown)
$\hat{o}$	(wall, almost, talk, saw)	$\hat{a}r$	(air, care, bear)	$\bar{o}$	(hope, float)	oi	(boy, oil)
		$\bar{e}$	(feet, treat, shiny)	$\bar{\bar{o}}$	(tool, grew)	∂	(afraid)
		e	(head)	$\breve{o}\breve{o}$	(good, would)	$y\bar{\bar{o}}$	(few)
		$\bar{i}$	(smile, fly, night, wild)	$\hat{o}r$	(sort)	$\hat{u}r$	(earn, fur, her, girl)

7. Is able to recognize words using knowledge of phonics and context clues

8. Is able to identify words by using knowledge of root words

Second Grade

WORD RECOGNITION SKILLS

Instructional Objective

9. Is able to identify words by using knowledge of suffixes

er	ful
est	fully
ies	ly
ied	ing
or	

10. Is able to identify words using knowledge of plurals
    - elf (elves)
    - vowels ending in f
    - plural possessives (birds')
11. Is able to identify words by using knowledge of prefixes
    - un (unroll)
    - un (unhappy)
12. Is able to identify words by using knowledge of abbreviations
13. Is able to identify words by using knowledge of contractions
14. Is able to identify words by using knowledge of homophones (homographs)
15. Is able to identify words by using knowledge of compound words
16. Is able to recognize rhyming words
17. Is able to recognize words using knowledge of verb forms
18. Understands that words can have multiple meanings
19. Is able to recognize synonyms and antonyms of known words

Second Grade

WORD RECOGNITION SKILLS

Instructional Objective (Continued)

20. Is able to identify words by using knowledge of syllables
    - words ending in er
    - et
    - le
    - words beginning with be
    - accent syllables
21. Is able to recognize a specific list of words accurately and quickly

COMPREHENSION SKILLS

Instructional Objective

1. Understands the importance of listening
2. Uses context clues in spoken stories to gain meaning from the story
3. Identifies sequence of events in spoken stories
4. Is able to complete sentences using oral context clues
5. Is able to recall the main idea in a spoken story
6. Is able to pick out the details in a spoken story
7. Is able to differentiate cause and effect relationships in spoken stories
8. Is able to recognize the main idea that is explicitly stated in written material
9. Is able to recognize details that are explicitly stated in written material
10. Is able to recognize the sequence of events that is explicitly stated in written material
11. Is able to recognize character traits that are explicitly stated in written material

Second Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

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12. Is able to use punctuation marks as clues to meaning
13. Is able to understand the use of quotations
14. Is able to compare and contrast
    - stories
    - settings
    - actions
15. Is able to classify words and phrases by
    - meaning
    - function
16. Understands how word order is related to sentence meaning
17. Understands negative sentences
18. Can relate pictures to words
19. Is able to interpret feelings and motives of characters
20. Is able to follow written directions
21. Is able to interpret the traits of characters
22. Can distinguish between realism and fantasy
23. Can distinguish between narrative and informational writing
24. Is able to infer the main idea of a story
25. Is able to infer details in a story
26. Is able to infer the sequence of events in a story
27. Understands the concept of riddles and clues in riddles
28. Is able to recognize cause and effect relationships that must be inferred
29. Is able to interpret figurative, idiomatic and picturesque language
30. Is able to make judgments based on what is read

Second Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

31. Is able to anticipate the outcome of a story
32. When reading orally is able to project meaning and mood through intonation
33. When reading orally is able to adjust rate and volume to fit the mood of a story
34. When reading orally develops meaningful phrasing
35. Is able to read dialogue orally
36. Is able to dramatize a story or play by reading orally
37. Can identify a sentence
38. Can identify a paragraph
39. Is able to associate correct meaning with word use

APPRECIATIVE SKILLS

Instructional Objective

1. Is able to enjoy written material both orally and silently
2. Is able to identify with characters or incidents in stories that are read
3. Is able to respond to an author's use of language
4. Is able to enjoy listening to and reading poetry

STUDY SKILLS

Instructional Objective

1. Is able to use the table of contents of a book
2. Understands the basic parts of a book

Second Grade

STUDY SKILLS

Instructional Objective (Continued)

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3. Understands alphabetical order
4. Is able to use a simple dictionary
5. Understands the function of title and subtitles
6. Is able to gain information from
   - pictures
   - diagrams
   - maps
7. Is able to gain information by scanning printed material

Third Grade

WORD RECOGNITION SKILLS

Instructional Objective

---

1. Is able to identify words using knowledge of initial, medial and final consonants

2. Is able to identify words using knowledge of initial and final consonant digraphs

3. Is able to identify words using knowledge of combination of consonants with one consonant sound

   m (lamb)
   s (listen)
   k (talk)
   j (edge)
   f (calf)
   z (sy)

4. Is able to identify words using knowledge of consonant digraphs

   f (telephone, tough)
   k (school)
   n (gnaw, knife)
   sh (special, ocean, chef, direction, sure)
   r (wrist)

5. Is able to identify words using knowledge of 2 and 3 letter consonant clusters

6. Is able to identify words using knowledge of long and short vowel sounds

7. Is able to identify words using knowledge of vowels followed by the consonants

   ly

   r

8. Is able to identify words using knowledge of variant vowel sounds

   $\bar{a}$ (eight, great, they)
   $\hat{o}$ (gone, bought, caught)
   $\breve{oo}$ (push)
   $\bar{oo}$ (juice, group, blue)
   u (rough)
   ə (restaurant, circle)
   $\bar{e}$ (skis, machine, piece)
   i (build)
   $\hat{ir}$ (pier)

Instructional Objective (Continued)

9. Is able to recognize the number of syllables in polysyllabic words
10. Is able to divide known words into syllables
11. Is able to distinguish between accented and unaccented syllables
12. Is able to identify words using knowledge of suffixes

able	teen	ion
ation	th (fourth)	ment
en	ty (seventy)	n (grown)
er	an	ous
ish	est	
less	hood	
ness		

13. Is able to identify words using knowledge of prefixes

dis	ex	hydro	mini	sub	under
re	fore	micro	mis	tele	

14. Is able to identify words using knowledge of root words
15. Is able to identify words using knowledge of compound words
16. Is able to identify words using knowledge of contractions
17. Is able to identify words using knowledge of homographs (homonyms)
18. Is able to rhyme words
19. Is able to identify words by using knowledge of hyphenated words

    ex. fair-weather

20. Is able to recognize antonyms and synonyms of known words
21. Is able to understand that words can have multiple meanings
22. Is able to identify the antecedent of a pronoun
23. Is able to identify a word by making use of context clues
24. Is able to classify words by meaning
25. Is able to recognize a specific list of words accurately and quickly

Third Grade

WORD RECOGNITION SKILLS

Instructional Objective (Continued)

26. Is able to identify words using knowledge of irregular plural forms

    foot - feet knife - knives

27. Is able to identify words using knowledge of verb forms

COMPREHENSION SKILLS

Instructional Objective

1. Is able to recognize the main idea that is explicitly stated in written material
2. Is able to recognize details that are explicitly stated in written material
3. Is able to recognize the sequence of events that is explicitly stated in written material
4. Is able to recognize character traits that are explicitly stated in written material
5. Is able to understand place, time and size relationships in written material
6. Is able to recognize the same idea stated in different words
7. Is able to interpret feelings and motives of characters
8. Is able to interpret the traits of characters
9. Is able to infer the main idea of a story
10. Is able to infer details in a story
11. Is able to infer the sequence of events in a story
12. Is able to recognize cause and effect relationships that must be inferred
13. Is able to make judgments based on what is read
14. Is able to anticipate the outcome of a story

Third Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

15. Is able to interpret the setting, tone and mood of a story
16. Recognizes rhetorical questions
17. Can relate pictures to words
18. Is able to compare and contrast
    - stories
    - settings
    - actions
19. Is able to classify words and phrases by
    - meaning
    - function
20. Is able to distinguish fact from opinion in written material
21. Is able to gain meaning from written material by recognizing qualifying words
22. Understands what "point of view" is in a story
23. Is able to interpret figurative, idiomatic and picturesque language
24. Is able to use punctuation marks as clues to meaning
25. Understands how rhythm and word order are related to meaning in written material
26. Is able to recognize the meaning of phrases used in apposition
27. Can distinguish between narrative and informational writing
28. When reading orally is able to project meaning through enunciation and expression
29. Is able to read dialogue orally
30. Is able to dramatize a story or play by reading orally

Third Grade

STUDY SKILLS

Instructional Objective

1. Is able to follow printed directions
2. Is able to gain information from
   - pictures
   - photographs
   - diagrams
   - maps
   - charts
   - picture captions
3. Is able to gain information by scanning printed material
4. Is able to pronounce unknown words through the use of a pronunciation key and respellings
5. Is able to use guide words in a dictionary
6. Is able to locate entry words in a dictionary
7. Is able to identify correct definitions of words to fit specific contexts
8. Is able to write a simple outline
9. Is able to summarize what is read
10. Is able to read for a specific purpose
11. Is able to recognize and use parts of a book such as the table of contents or index

APPRECIATIVE SKILLS

Instructional Objective

1. Is able to enjoy written material both orally and silently
2. Is able to identify with characters or incidents in stories that are read

Instructional Objective (Continued)

3. *Is able to respond to an author's use of language*
4. *Is able to enjoy listening to and reading poetry*

Fourth Grade

WORD RECOGNITION SKILLS

Instructional Objective

1. Is able to identify words using knowledge of sound-letter relationships
2. Is able to identify words using knowledge of context clues
3. Is able to divide polysyllabic words into syllables as an aid to the pronunciation of unknown words
4. Is able to identify words by using knowledge of suffixes and prefixes
5. Is able to identify words by using knowledge of root words
6. Is able to identify words using knowledge of homographs (homonyms)
7. Is able to recognize antonyms and synonyms of known words
8. Is able to identify the antecedent of a pronoun
9. Understands that words can have multiple meaning
10. Is able to identify words using knowledge of verb forms
11. Is able to identify words using knowledge of common irregular plurals

COMPREHENSION SKILLS

Instructional Objective

1. Is able to recognize the main idea that is explicitly stated in written material
2. Is able to recognize details that are explicitly stated in written material
3. Is able to recognize the sequence of events that is explicitly stated in written material
4. Is able to recognize character traits that are explicitly stated in written material
5. Is able to understand place, time and size relationships in written material

Instructional Objective (Continued)

6. Is able to recognize the same idea stated in different words
7. Is able to interpret feelings and motives of characters
8. Is able to interpret the traits of characters
9. Is able to infer the main idea of a story
10. Is able to infer details in a story
11. Is able to infer the sequence of events in a story
12. Is able to recognize cause and effect relationships that must be inferred
13. Is able to make judgments based on what is read
14. Is able to anticipate the outcome of a story
15. Is able to interpret the setting, tone and mood of a story
16. Recognizes rhetorical questions
17. Can relate pictures to words
18. Is able to compare and contrast
    - stories
    - settings
    - actions
19. Is able to classify words and phrases by
    - meaning
    - function
20. Is able to distinguish fact from opinion in written material
21. Is able to gain meaning from written material by recognizing qualifying words
22. Understands what "point of view" is in a story
23. Is able to interpret figurative, idiomatic and picturesque language

Fourth Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

24. Is able to use punctuation marks as clues to meaning
25. Understands how rhythm and word order are related to meaning in written material
26. Is able to recognize the meaning of phrases used in apposition
27. Can distinguish between narrative and informational writing
28. When reading orally is able to project meaning through enunciation and expression
29. Is able to read dialogue orally
30. Is able to dramatize a story or play by reading orally
31. Understands the generic meaning of nouns
32. Is able to see relationships that exist between main ideas and details

STUDY SKILLS

Instructional Objective

1. Is able to follow printed directions
2. Is able to gain information from
   - pictures
   - photographs
   - diagrams
   - maps
   - charts
   - picture captions
3. Is able to gain information by scanning printed material

Fourth Grade

STUDY SKILLS

Instructional Objective (Continued)

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4. Is able to use the table of contents of a book
5. Is able to use the pronunciation key of a dictionary to identify unknown words
6. Is able to pronounce unknown words through the use of a pronunciation key and respellings
7. Is able to use guide words in a dictionary
8. Is able to locate entry words in a dictionary
9. Is able to identify correct definitions of words to fit specific contexts
10. Is able to write a simple outline
11. Is able to summarize what is read
12. Is able to read for a specific purpose
13. Is able to gain meaning from written material by following topical organization
14. Is able to find topics and subtopics in written material
15. Sees the relationship between topics and subtopics
16. Is able to preview written material
17. Is able to use an index as a source of information
18. Is able to adjust reading rate to purpose and material
19. Is able to find information in an encyclopedia

APPRECIATIVE SKILLS

Instructional Objective

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1. Is able to enjoy written material both orally and silently

APPRECIATIVE SKILLS

Instructional Objective (Continued)

2. Is able to identify with characters or incidents in stories that are read
3. Is able to respond to an author's use of language
4. Is able to enjoy listening to and reading poetry
5. Can develop personal and social values through experiences with written language

Fifth Grade

WORD RECOGNITION SKILLS

Instructional Objective

1. Is able to identify words using knowledge of sound-letter relationships
2. Is able to identify words using knowledge of context clues
3. Is able to divide polysyllabic words into syllables as an aid to the pronunciation of unknown words
4. Is able to identify words by using knowledge of suffixes and prefixes
5. Is able to identify words by using knowledge of root words
6. Is able to identify words using knowledge of homographs (homonyms)
7. Is able to recognize antonyms and synonyms of known words
8. Is able to identify the antecedent of a pronoun
9. Understands that words can have multiple meanings
10. Is able to identify words using knowledge of verb forms
11. Is able to identify words using knowledge of common irregular plurals

COMPREHENSION SKILLS

Instructional Objective

1. Is able to recognize the main idea that is explicitly stated in written material
2. Is able to recognize details that are explicitly stated in written material
3. Is able to recognize the sequence of events that is explicitly stated in written material
4. Is able to recognize character traits that are explicitly stated in written material
5. Is able to understand place, time and size relationships in written material
6. Is able to recognize the same idea stated in different words

Fifth Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

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7. Is able to interpret feelings and motives of characters
8. Is able to interpret the traits of characters
9. Is able to infer the main idea of a story
10. Is able to infer details in a story
11. Is able to infer the sequence of events in a story
12. Is able to recognize cause and effect relationships that must be inferred.
13. Is able to make judgments based on what is read
14. Is able to anticipate the outcome of a story
15. Is able to interpret the setting, tone and mood of a story
16. Recognizes rhetorical questions
17. Can relate pictures to words
18. Is able to compare and contrast
    - stories
    - settings
    - actions
19. Is able to classify words and phrases by
    - meaning
    - function
20. Is able to distinguish fact from opinion in written material
21. Is able to gain meaning from written material by recognizing qualifying words
22. Understands what "point of view" is in a story
23. Is able to interpret figurative, idiomatic and picturesque language
24. Is able to use punctuation marks as clues to meaning

Fifth Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

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25. Understands how rhythm and word order are related to meaning in written material

26. Is able to recognize the meaning of phrases used in apposition

27. Can distinguish between narrative and informational writing

28. When reading orally is able to project meaning through enunciation and expression

29. Is able to read dialogue orally

30. Is able to dramatize a story or play by reading orally

31. Understands the generic meaning of nouns

32. Is able to see relationships that exist between main ideas and details

33. Understands that different forms of paragraphs can be used to relay information

    paragraphs that give examples

    paragraphs that make transitions

    paragraphs that summarize

34. Recognizes time clue words in written material

35. Is able to recognize time order sequence in written material

36. Can interpret a time line

STUDY SKILLS

Instructional Objective

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1. Is able to follow printed directions

Fifth Grade

STUDY SKILLS

Instructional Objective (Continued)

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2. Is able to gain information from
   - pictures
   - photographs
   - diagrams
   - maps
   - charts
   - picture captions
3. Is able to gain information by scanning printed material
4. Is able to use the table of contents of a book
5. Is able to use the pronunciation key of a dictionary to identify unknown words
6. Is able to pronounce unknown words through the use of a pronunciation key and respellings
7. Is able to use guide words in a dictionary
8. Is able to locate entry words in a dictionary
9. Is able to identify correct definitions of words to fit specific contexts
10. Is able to write a simple outline
11. Is able to summarize what is read
12. Is able to read for a specific purpose
13. Is able to gain meaning from written material by following topical organization
14. Is able to find topics and subtopics in written material
15. Sees the relationship between topics and subtopics
16. Is able to preview written material
17. Is able to use an index as a source of information

Fifth Grade

STUDY SKILLS

Instructional Objective (Continued)

18. Is able to adjust reading rate to purpose and material
19. Is able to find information in an encyclopedia
20. Is able to gain information from nonverbal symbols

APPRECIATIVE SKILLS

Instructional Objective

1. Is able to enjoy written material both orally and silently
2. Is able to identify with characters or incidents in stories that are read
3. Is able to respond to an author's use of language
4. Is able to enjoy listening to and reading poetry
5. Can develop personal and social values through experiences with written language

Sixth Grade

WORD RECOGNITION SKILLS

Instructional Objective

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1. Is able to identify words using knowledge of sound-letter relationships
2. Is able to identify words using knowledge of context clues
3. Is able to divide polysyllabic words into syllables as an aid to the pronunciation of unknown words
4. Is able to identify words by using knowledge of suffixes and prefixes
5. Is able to identify words by using knowledge of root words
6. Is able to identify words using knowledge of homographs (homonyms)
7. Is able to recognize antonyms and synonyms of known words
8. Is able to identify the antecedent of a pronoun
9. Understands that words can have multiple meanings
10. Is able to identify words using knowledge of verb forms
11. Is able to identify words using knowledge of common irregular plurals
12. Is able to identify morphemic units within words as an aid to comprehending unknown words

COMPREHENSION SKILLS

Instructional Objective

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1. Is able to recognize the main idea that is explicitly stated in written material
2. Is able to recognize details that are explicitly stated in written material
3. Is able to recognize the sequence of events that is explicitly stated in written material
4. Is able to recognize character traits that are explicitly stated in written material
5. Is able to understand place, time and size relationships in written material

Sixth Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

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6. Is able to recognize the same idea stated in different words
7. Is able to interpret feelings and motives of characters
8. Is able to interpret the traits of characters
9. Is able to infer the main idea of a story
10. Is able to infer details in a story
11. Is able to infer the sequence of events in a story
12. Is able to recognize cause and effect relationships that must be inferred
13. Is able to make judgments based on what is read
14. Is able to anticipate the outcome of a story
15. Is able to interpret the setting, tone and mood of a story
16. Recognizes rhetorical questions
17. Can relate pictures to words
18. Is able to compare and contrast
    - stories
    - settings
    - actions
19. Is able to classify words and phrases by
    - meaning
    - function
20. Is able to distinguish fact from opinion in written material
21. Is able to gain meaning from written material by recognizing qualifying words
22. Understands what "point of view" is in a story
23. Is able to interpret figurative, idiomatic and picturesque language

Sixth Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

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24. Is able to use pronunciation marks as clues to meaning

25. Understands how rhythm and word order are related to meaning in written material

26. Is able to recognize the meaning of phrases used in apposition

27. Can distinguish between narrative and informational writing

28. When reading orally is able to project meaning through enunciation and expression

29. Is able to read dialogue orally

30. Is able to dramatize a story or play by reading orally

31. Understands the generic meaning of nouns

32. Is able to see relationships that exist between main ideas and details

33. Understands that different forms of paragraphs can be used to relay information

    paragraphs that give examples

    paragraphs that make transitions

    paragraphs that summarize

34. Recognizes time clue words in written material

35. Is able to recognize time order sequence in written material

36. Can interpret a time line

37. Is able to recognize and interpret

    loaded words

    slanted writing

38. Is able to gain meaning from written material by recognizing qualifying words

39. Is able to interpret a sequence of events that is out of correct time order

Sixth Grade

COMPREHENSION SKILLS

Instructional Objective (Continued)

40. Is able to recognize the author's purpose in writing a selection
41. Is able to identify evidence to support conclusions in written materials

STUDY SKILLS

Instructional Objective

1. Is able to follow printed directions
2. Is able to gain information from
   - pictures
   - photographs
   - diagrams
   - maps
   - charts
   - picture captions
3. Is able to gain information by scanning printed material
4. Is able to use the table of contents of a book
5. Is able to use the pronunciation key of a dictionary to identify unknown words
6. Is able to pronounce unknown words through the use of a pronunciation key and respellings
7. Is able to use guide words in a dictionary
8. Is able to locate entry words in a dictionary
9. Is able to identify correct definitions of words to fit specific contexts
10. Is able to write a simple outline
11. Is able to summarize what is read

Sixth Grade

STUDY SKILLS

Instructional Objective (Continued)

12. Is able to read for a specific purpose
13. Is able to gain meaning from written material by following topical organization
14. Is able to find topics and subtopics in written material
15. Sees the relationship between topics and subtopics
16. Is able to preview written material
17. Is able to use an index as a source of information
18. Is able to adjust reading rate to purpose and material
19. Is able to find information in an encyclopedia
20. Is able to gain information from nonverbal symbols
21. Understands the significance of typographical signals to convey meaning

APPRECIATIVE SKILLS

Instructional Objective

1. Is able to enjoy written material both orally and silently
2. Is able to identify with characters or incidents in stories that are read
3. Is able to respond to an author's use of language
4. Is able to enjoy listening to and reading poetry
5. Can develop personal and social values through experiences with written language